

Grade 6 SS/ELA
Unit 2: River Valley Civilizations Lesson 3

Lesson 3: Law and Order

Overview:

The lesson will examine the application of law from Ancient Mesopotamia, using the “Code of Hammurabi” (Babylon). Students compare and contrast Ancient Mesopotamian Law with the law as written in the United States Bill of Rights.

***Suggested time allowance:** 2 class periods*

Standards:

- SS.2.1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.
- SS.2.3: Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.
- WHST.6.9: Draw evidence from informational texts to support analysis, reflection, and research.
- RH.6.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

Enduring Understanding:

- Studying the past helps us to understand our present and make decisions about our future
- People develop different solutions for similar needs, challenges and desires

Essential Unit Question:

- How does Ancient Mesopotamian Law compare or contrast with modern American Law?

Resources/Materials for this lesson:

- “What Do Laws Tell Us about a Society? Part 1” (included)
- “What Do Laws Tell Us about a Society? Part 2” (included)
- “The Code of the Assura, c. 1075 BCE.” *Internet Ancient History Sourcebook*. 3 April 2011.
<http://www.fordham.edu/halsall/ancient/1075assyriancode.html> Excerpts from the Code of the Assyrians.
- “Hammurabi's Code of Laws.” *Exploring Ancient World Cultures*. 3 April 2011.
<http://eawc.evansville.edu/anthology/hammurabi.htm> Translated by L. W. King.

Grade 6 SS/ELA
Unit 2: River Valley Civilizations Lesson 3

- Character web. Download and duplicate for each student.
http://www.teacherfiles.com/downloads/graphic_organizers/Character_Web.pdf
- “Hammurabi and His Code of Laws.” *Awesome Stories*. 3 April 2011.
<http://www.awesomestories.com/biographies/hammurabi/story-preface> Nine sections on the biography of Hammurabi and Babylonian civilization. If technology is not available for students, print out several sections and use as a jig saw.
- “Bill of Rights.” *KIDIPEDA*. 3 April 2011.
<http://www.historyforkids.org/learn/northamerica/after1500/government/billofrights.htm> The Bill of Rights in student friendly prose.
- Bill of Rights” Printable version from Kidipede (included)
- Compare and Contrast Essay Rubric (included)

Activities/Procedures:

Day 1

1. Ask, “Why does a civilization need laws?” Discuss the fact that as cities grew, laws needed to be written down.
2. Distribute a blank character web. (included) Locate Babylon on the map, and tell students that we are going to discuss a man who made a tremendous impact on his society. Model how to fill in one section. Using their laptops, students will explore the following website:
<http://www.awesomestories.com/biographies/hammurabi/story-preface> and fill in the character web. If technology is not available for students, print out several sections and use as a jigsaw. Fill in the character web as a jigsaw group.

Day 2

1. Distribute the worksheet “What Do Laws Tell Us about a Society?” Part 1 (included) and read the background information about the Code of Hammurabi and then have the students complete the questions.
2. Have students pair/share their answers.
3. Distribute the Bill of Rights (included) and “What Do Laws Tell Us about a Society?” Part 2 (included) to each pair and have students answer the questions.
4. Conduct a whole class discussion on the similarities and differences in the law codes. Conclude by revisiting the question, “What Do Laws Tell Us about a Society?”
5. Select one of the two options for evaluation which could either be done in class or at home.

Evaluation/Assessment:

Students can either:

- Complete a Venn Diagram comparing and contrasting the Code of Hammurabi and United States law
- Complete an essay comparing and contrasting the laws of Hammurabi with the laws of the United States

Grade 6 SS/ELA
Unit 2: River Valley Civilizations Lesson 3

Vocabulary (See Unit Glossary for definitions)

- code
- law